

ble ; as the law for full grown children considers all its subjects equally innocent and moral, until the contrary be proved by irrefragable testimony.

We now pass to the term, particularly applied to Jacotot's system---Universal Instruction. This according to the definition of Jacotot's commentators, implies, that what one has learned, another may learn, and so presents the whole circle of sciences to each pupil ; also, that each person may instruct himself, and that any man may be a teacher to his fellows, although he himself be uneducated. We may explain the latter clauses---according to Jacotot---by remarking, that when a person can read, he possesses the key to all human knowledge ; if he wish to learn a science, he has merely to procure an elementary book in that science, to acquire a close knowledge which cannot be removed from his mind of some certain portion of his new study ; to not only have this model part impressed indelibly on his memory, but to understand every word of it, its dogmas, its allusions, and the full intents of its author ; and then to proceed with his study in that science, bringing every future advance to the standard of his model, referring every thing to it for explanation and for proof. As regards the uneducated person teaching others, it has to be premised, that such teacher must be determined to learn himself, and must be patient and persevering in the examination of facts. Learning, according to Jacotot's system, consists of remembering, reflecting and referring. The uneducated man, of patient enquiring mind, who superintends the education of another, can surely examine his pupil as far as regards committing his model to memory, he can tell whether he thoroughly recollects it ; when difficulties are met with, he can direct his pupil to reflect, to think on his subject, and to patiently examine his model ; when solutions to difficulties are advanced, or as progress in education is made, he can cause reference to be made to the model for advice, for proofs of propriety, and for decision in all doubtful cases. Such a teacher will have patience with his pupil, for he also is a pupil ; he will oblige the pupil to think and to discover for himself, for he is unable to do so for him ; he will not be satisfied with mere rules, or assertions, for the propriety of things discovered, for he is un-